

Laura Terrill
August 2014

Day 2

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home

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-to-planning-for-learning/>

Powerpoint Day 1	
Powerpoint Day 2	
Curriculum Design Visual	Details Download 130 KB
ACTFL Proficiency Guidelines	Details Download 210 KB
NCSFPL ACTFL Can Do Statements	Details Download 107 KB
NCSFPL ACTFL Global Can Do Benchmarks	Details Download 421 KB

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Individual Seating Chart

These points are recorded into the grade book as an individual score usually as participation points. You will want to weight the grade so that it counts appropriately in the total grade. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point. Points are only given for sentence level responses and only for responses in the target language.

222 pts
30 students

Class Average = 7.4
7 = A
7 pts possible

7	8*	7	5	3	8
THA.1.1	THA.2.1	THA.3.1	THA.4.1	THA.5.1	THA.6.1
5	7	8	7	7	7
THA.1.2	THA.2.2	THA.3.2	THA.4.2	THA.5.2	THA.6.2
7	3	7	7	8	5
THA.1.3	THA.2.3	THA.3.3	THA.4.3	THA.5.3	THA.6.3
7	5	8	7	7	5
THA.1.4	THA.2.4	THA.3.4	THA.4.4	THA.5.4	THA.6.4
7	2	7	7	5	7
THA.1.5	THA.2.5	THA.3.5	THA.4.5	THA.5.5	THA.6.5

*Those with more than 10 points earned a bonus point.

Performance Tasks

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Interpretive Mode	
Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.	
Presentational Mode	Interpersonal Mode
Students will create an additional event for the story <i>Everywhere Coquí</i> . They will identify another location on the island of Puerto Rico for the coquí as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí see and do while there and then indicate that they are moving on.	Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

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Interpersonal Performance Rubric

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	Strong Performance 10	Meets Expectations 9	Meets Expectations 8	Approaching Expectations 7
How involved am I in the conversation? (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.

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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey

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ACTFL NATIONAL FOREIGN LANGUAGE STANDARDS

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		
	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		

<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

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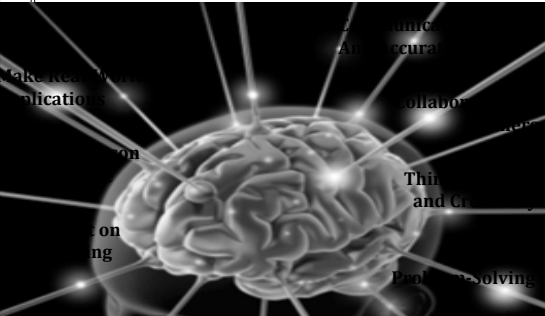
Global Challenges: Food and Hunger

10

Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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21st Century Learners



A central image of a human brain with lines radiating from it to various 21st-century skills. The skills listed are: Critical Thinking, Problem Solving, Creativity, Collaboration, Communication, and Digital Literacy. Other skills visible include: Information Literacy, Media Literacy, Financial Literacy, and Career Literacy. The brain is depicted with glowing points of light at the connections.

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Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Themes & Topics		
p. 29		
13		
Advanced Placement	International Baccalaureate	Clementi/Terrill
Personal and Public Identities	Social Relationships	Identity
Families and Communities	Cultural Diversity	Belonging
Contemporary Life	Customs and Traditions	Well-being
Beauty and Aesthetics	Leisure	Creativity
Science and Technology	Health	Exploring Time and Place
Global Challenges	Communication and Media	Discovery
	Science and Technology	Challenges
	Global Issues	

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Matching Themes and Topics		
14		
Global Themes	Topics	
<input type="checkbox"/> Belonging	<input type="checkbox"/> Careers	<input type="checkbox"/> Cities
<input type="checkbox"/> Challenges	<input type="checkbox"/> Travel	<input type="checkbox"/> Leisure Activities
<input type="checkbox"/> Creativity	<input type="checkbox"/> School	<input type="checkbox"/> Families
<input type="checkbox"/> Discovery	<input type="checkbox"/> Food	<input type="checkbox"/> Sports
<input type="checkbox"/> Exploring Time and Place	<input type="checkbox"/> Friends	<input type="checkbox"/> Houses
<input type="checkbox"/> Identity	<input type="checkbox"/> Clothing	<input type="checkbox"/> Movies
<input type="checkbox"/> Well-being	<input type="checkbox"/> History	<input type="checkbox"/> Weather/Climate
	<input type="checkbox"/> Animals	<input type="checkbox"/> Art
	<input type="checkbox"/> Music	<input type="checkbox"/> Geography

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Advantages of Themes & Topics	
15	
<ul style="list-style-type: none"> <input type="checkbox"/> Makes instruction more comprehensible because the theme creates a meaningful context <input type="checkbox"/> Changes the instructional focus from the language itself to the use of language to achieve meaningful goals <input type="checkbox"/> Provides a rich context for standards-based instruction <input type="checkbox"/> Offers a natural setting for narrative structure and task-based organization of content 	
--Curtain and Dahlberg (2010) pp 150 – 151	


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Advantages of Themes & Topics	
16	
<ul style="list-style-type: none"> <input type="checkbox"/> Involves the students in real language use <input type="checkbox"/> Engages the learner in complex thinking and more sophisticated use of language <input type="checkbox"/> Avoids the use of isolated grammatical structures <input type="checkbox"/> Connects content, language, and culture goals to a “big idea” 	
--Curtain and Dahlberg (2010) pp 150 – 151	

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Textbook as a Tool		
17		
Textbook Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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Big Ideas =	
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Theme + Essential Question	

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Textbook as a Tool		
19		
Textbook Topic	Theme	Essential Question
Food	Challenges	
Travel	Exploring Time and Place	
Daily Routines	Well-being	
Family	Belonging	
Houses	Creativity	
Me and my friends	Identity	

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Textbook as a Tool		
20		
Textbook Topic	Theme	Essential Question
Food	Challenges	What is hunger?
Travel	Exploring Time and Place	What is a good travel destination?
Daily Routines	Well-being	What is a healthy lifestyle?
Family	Belonging	What is a family?
Houses	Creativity	How much space do you need?
Me and my friends	Identity	Who am I?

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Essential Questions		
21	p. 28	
Important and Timeless <i>(broad, no single answer)</i>	Elemental or Foundational <i>(debated by experts in the discipline)</i>	Content-related <i>(specific to discipline)</i>
<ul style="list-style-type: none"> What is art? What is the relationship between man and nature? What is wellness? 	<ul style="list-style-type: none"> What is interculturality and how is it assessed? What does it mean to be fluent in a language? 	<ul style="list-style-type: none"> What awareness and understandings of products, practice and perspectives are needed to enter into another culture? What literacy skills do I need to succeed as a global citizen?

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Essential Questions	
22	
<p>"The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily." --Ted Sizer</p> <ul style="list-style-type: none"> They have no one right answer. All students can answer them. They enable all students to learn. They involve thinking, not just answering. They make students investigators. They are provocative—they hook students into wanting to learn. 	

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Essential Questions	
23	
<ul style="list-style-type: none"> They offer a sense of adventure, are fun to explore and try to answer. They require students to connect learning from several disciplines. They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues. They enable students to begin the unit from their own past experience or understanding. They build in personalized options for all students. 	

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Essential Questions			
24	p. 96		
	Novice	Intermediate	Advanced
Belonging	What is a family?	What is friendship?	Why is global collaboration important?
Challenges	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
Creativity	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
Discovery	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
Exploring Time and Place	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
Identity	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
Well-being	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

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Global Challenges: Food and Hunger

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La lutte contre la faim, notre priorité à tous

La faim dans le monde 2012

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Global Challenges: Food and Hunger

How do we eat well? What is hunger?

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La faim dans le monde 2012

http://www.frenchified.com/2012/11/la-faim-dans-le-monde/

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Provide Input

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La lutte contre la faim, notre priorité à tous

La lutte contre la faim, notre priorité à tous

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Global Challenges: Food and Hunger

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Language and Level	French – Novice High → Intermediate Low
Theme & Topic	Global Challenges: Food and Hunger
Important Question(s)	How do we eat well? What is hunger?
Goals	Students will: <ul style="list-style-type: none"> ✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues. ✓ identify cultural dishes and consider where they place on the food pyramid. ✓ identify foods as healthy or unhealthy and will be able to comment on their diet. ✓ state their likes and dislikes with regard to food.
<i>What should students know and be able to do by the end of the unit?</i>	

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Pause to consider.....

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Language and Level	
Theme and Topic	
Essential Question	
Unit Focus	

What should learners know and be able to do by the end of the unit?

- What topic?
- What theme or aspect of that topic?
- What essential question will focus the unit goals?
- What are the unit goals? Do they capture the Standards?

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ACTFL Integrated Performance Assessment

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Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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Bloom's Taxonomy					
					p. 14
31					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
define find identify list locate match memorize name recall recite recognize record	choose classify compare describe explain express illustrate infer interpret outline paraphrase	apply change choose construct demonstrate dramatize illustrate interview perform present produce share	analyze categorize compare conclude contrast critique debate deconstruct integrate organize outline question	assess critique defend determine evaluate judge justify rate reflect support test validate	assemble compose construct create design develop devise hypothesize imagine invent modify propose

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Summative Performance Tasks	
32	Interpretive Mode
Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
Presentational Mode	Interpersonal Mode
Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community. On-Demand: You are so proud of yourself....a perfectly healthy day of eat and then disaster. Comment on your eating habits for the day...	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

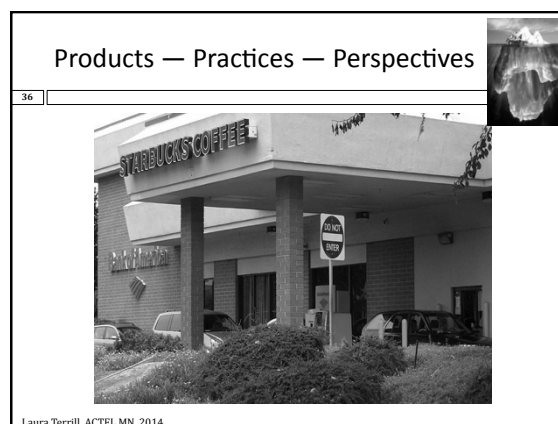
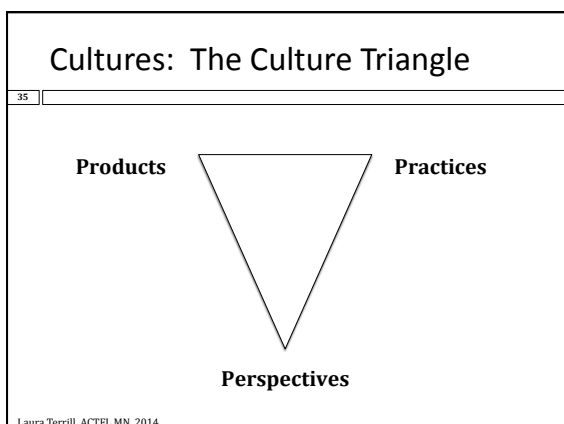
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Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking and Problem Solving</i> • <i>Collaboration</i> • <i>Creativity and Innovation</i> 	
Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community. On-Demand:	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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Pause to consider.....		
34		
Summative Performance Assessment	Interpretive	
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks incorporate 21st Century Skills. 		
	<table border="1"> <tr> <td>Presentational</td><td>Interpersonal</td></tr> </table>	Presentational
Presentational	Interpersonal	

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Cultures

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Cultures	Products Practices Perspectives	Food Pyramids from different countries Daily diet Eating Habits vary from one culture to another
	Products Practices Perspectives	Regional dishes like Ratatouille Eating locally Regional specialties

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Connections

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Connections	Making Connections	Acquiring Information and Diverse Perspectives
	Science: Food and Calories Geography: Location of key countries	internet sites to track diet choices Wefeed site to determine cost

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

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Comparisons

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Comparisons	Language Comparisons	Cultural Comparisons
	food pyramids staples of a diet food quantity and quality	Bon appétit SOS Faim

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Communities

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Communities	School and Global Communities	Lifelong Learning
	Students will prepare a PSA presentation to call attention to hunger issues in their communities.	Self-assessment of progress towards unit goals Problem solving

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Connections to Common Core

Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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Connections to 21st Century Skills

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Common Core	
Communication	Interpretive, Interpersonal and Presentational Summative Tasks
Communication	Presentational and Interpersonal Summative Tasks Presentational "On Demand"
Creativity and Innovation	Presentational Summative Task
Critical Thinking and Problem Solving	Presentational Summative Task


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Pause to consider.....

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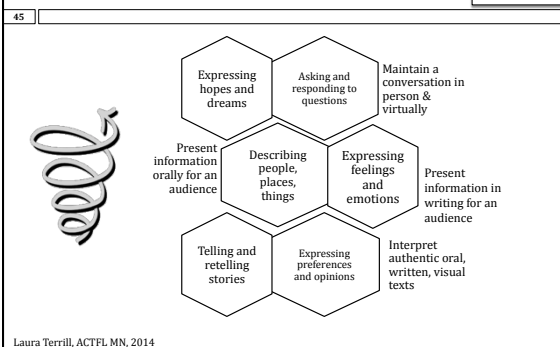
Toolbox

44	
<ul style="list-style-type: none"> Language Functions Related Structures/Patterns Vocabulary Expansion Key Learning Activities/ Formative Assessments Resources Technology Integration 	

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Top Ten Functions and Related Tasks

p. 78 & 105



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Increasing levels of proficiency

p. 77

Novice	Intermediate	Advanced
Express feelings and emotions I can say that I am happy, sad	I can express my emotions in simple sentences I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences I can tell a story in a series of sentences I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Toolbox

Language Functions	Related Structures/ Patterns	Vocabulary Expansion
ask and answer questions about food and hunger		
talk about likes and dislikes concerning common and international foods		
identify where certain foods are from and identify key ingredient(s)		
ask and answer if they would like certain dishes and give reasons		
explain where and why hunger exists in the world		
explain how they make good / poor food choices		

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Student Can-do's

I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			

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Novice

express preferences and opinions

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Function (s): **talk about likes and dislikes**
concerning common and international foods

Accuracy: definite articles
negation
-er verbs

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Toolbox		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
ask and answer questions about food and hunger	to have idioms (avoir faim)	
talk about likes and dislikes concerning common and international foods	definite articles negation -er verbs	
identify where certain foods are from and identify key ingredient(s)		
ask and answer if they would like certain dishes and give reasons		
explain where and why hunger exists in the world		
explain how they make good / poor food choices		
explain how they make good / poor food choices		

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p. 36

Tiered Vocabulary

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1 • basic everyday words; words that are often used everyday in conversation

2 • general academic words that appear in different types of text; often represent subtle or precise ways of saying relatively simple things

3 • domain specific vocabulary

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Toolbox		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
ask and answer questions about food and hunger	to have idioms (avoir faim)	Tier 1 hungry / thirsty like/dislike/prefer food dishes/categories of food
talk about likes and dislikes concerning common and international foods	definite articles negation -er verbs	number/calories/ would you like, I would like, please, thank you I eat well because/to avoid
identify where certain foods are from and identify key ingredient(s)		Tier 2 disease hunger – causes Malnourished food elements – fat, protein, etc
ask and answer if they would like certain dishes and give reasons		
explain where and why hunger exists in the world		
explain how they make good / poor food choices		

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Food and Hunger- Vocabulary

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All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

ask and answer questions about food and hunger

	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.

explain where and why hunger exists in the world

	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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Pause to consider.....

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Toolbox		
Language Functions	Related Structures/Patterns	Vocabulary Expansion

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Toolbox (continued)

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Resources	Technology Integration
Additional activities and resources for this unit can be found at: lauraterrill.wikispaces.com terrill-theisen2011.wikispaces.com	Edu.logster for Presentational

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Key Learning Activities/Formative Assessments

Key Learning Activity/ Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
View Hungry Planet and analyze images for food items, identify location of countries and common geographical features of various countries pictured	Activates interest in unit theme	Interpretive Interpersonal	S, W
French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation	Shows images related good nutrition; allows for comparison	Interpretive Interpersonal	S, W
SOS famine movie-interpretive activities, numbers	Provides global context for theme	Interpretive	S, C, W
Wefeedback activity - impact of your favorite food on world hunger. I eat drink (food) and impact on hunger	Allows for personal understanding of individual impact	Interpretive	S, W
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	Practice expressing opinions/point of view	Presentational	S, W

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Selecting content....

p. 72

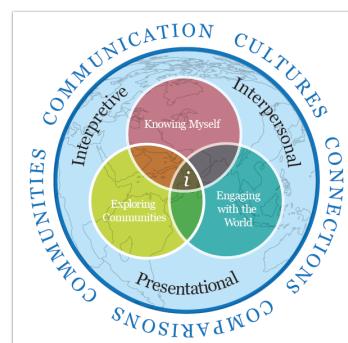
57

Interculturality

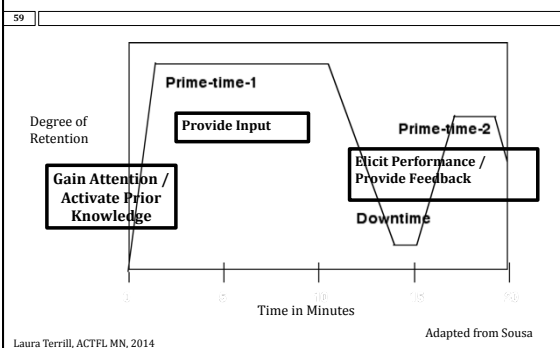
“...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures...to see that interaction with individuals having different social identities and cultures is an enriching experience.”

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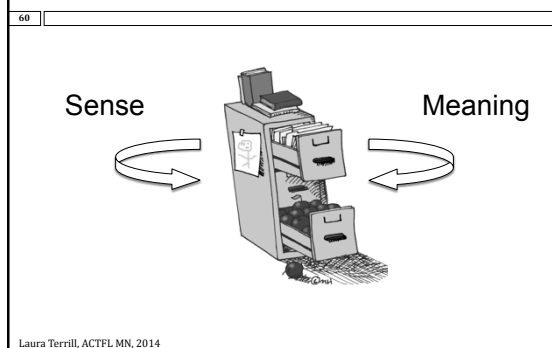
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Primacy-Recency



Long-term memory



expressing preferences and opinions **Novice**

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Function (s): Explain where and why hunger exists in the world

Accuracy: Prepositions with continents and countries

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Gain Attention

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Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

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Provide Input:
Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Le Mari de Binta

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Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Elicit Performance/Provide Feedback

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- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

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Provide Input

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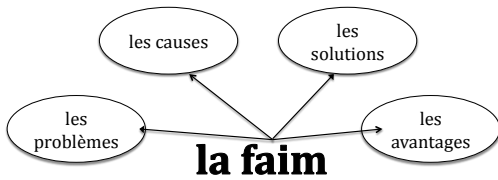
La lutte contre la faim, notre priorité à tous



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Elicit Performance/Provide Feedback

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Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

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Elicit Performance/Provide Feedback

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Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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Lesson Transitions

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The teacher says...	Learners:
While I take attendance....	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Enhance Retention and Transfer (Homework)


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Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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Designing a Unit Step by Step

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Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication

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Designing a Unit Step by Step

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Considerations:

- Potential to build cultural knowledge and understandings
- Connections to grade-level curriculum
- Overarching themes throughout program sequence

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How many units a year?

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Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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Sample High School Units

Global Theme	1	2	3	4	5
Belonging	Global Citizenship	Responsibility	Equal Access	Love and Friendship	Global Collaboration
Challenges	The Natural World	Why Can't All Children Go to School?		Housing and Shelter	Revolution and Conflict
Creativity	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Discovery	Inventors	Consumerism	Impact of Technology	Exploration	Innovation
Exploring Time and Place	Living in the City		Tourist or Traveler	The Wonders of the World	The Future is Now
Identity		Heroism	Memories		Media and Public Opinion
Well-being	A Balanced Lifestyle	Go Green		The Slow Food Movement	

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My World

Consumerism/
Stereotypes

All Work and No Play

Basic greetings, names, age, etc.
City, country, nationality
Friends, family, pets
Heritage/family ancestry
Community members
Population numbers
"Alter Ego"

clothing - where made
physical identity
wants/needs/shopping
money

activities
making plans
calendar
entertainment
celebrations
time

Leadership

Managing Stress

Travel

school, education
literacy
leadership traits,
current/future leaders
personality
clothing - dress the part

food/health
support - friends, family
Celebrations
home vs house
work vs. vacation
multi-tasking

vacation
seasons/months
Transportation
carbon footprint
food/allergies

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1	2	3	C & C	CIS
Self	Well-being Health	Environment		
Fashion	Careers and Human Rights	Race and Ethnicity		
Travel & Leisure	The Arts and Pop Culture	Human Rights		

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Sample High School Units

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Global Theme	1	2	3	4	5
Belonging					
Challenges					
Creativity					
Discovery					
Exploring Time and Place					
Identity					
Well-being					

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"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

Laura Terrill, ACTFL MN, 2014



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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